

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**
How We Express Ourselves
- **central idea**

Stories can take on different forms and be told in many ways.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students retell a story any way they wish, making sure they have a clear beginning, middle and end.

This could include drawing, singing, retelling or a performance of the story. Part of their presentation will include why they have chosen this particular story and how it makes them feel.

Class/grade: D3

Age group: 3 years

School:

School code:

Title: Tell me a Story!

Teacher(s):

Date: 2012/2013

Proposed duration: 12 weeks : Term 1



PYP planner

2. What do we want to learn?

What are the key concepts (**form**, function, causation, change, connection, **perspective**, responsibility, **reflection**) to be emphasized within this inquiry?

- Form
- Perspective
- Reflection

Related Concepts: Beliefs and representation

What lines of inquiry will define the scope of the inquiry into the central idea?

- Types of stories
- Ways to tell stories
- How we can communicate through stories

What teacher questions/provocations will drive these inquiries?

What is a story?

Where do you hear stories?

Why do we listen to stories?

What elements do we like/dislike about certain stories?

How do stories make us feel?

Learner Profile – communicator, risk-takers and reflective

Transdisciplinary skills – Communication, thinking, research, social

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment

Using story sequencing cards, students chooses which ones they want to use then tells the teacher the story. The teacher will scribe the story.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment

Children to create a piece of art based on a character from a story. Can they explain why they have selected that character as well as how different parts of the story made them feel.

Sorting books under headings of books that 'provoke us/ inform us/ give us pleasure/ communicate who we are'.

Identifying and remembering key elements of certain stories (previously shared)

Creating a story – group/individual

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Parents came in and read stories, use internet to watch different stories, use CD players to learn stories in a form of singing, Library & classroom books. Books from home, dance teachers, art teachers,

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Classroom- book displays, mapping displays of the books we have read, story starter pictures, pictures of favorite characters

Community- will be used for incursions (class parents shared stories with us) – a trip to see the water puppets.

Saw a visiting performance .

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Read a variety of stories: (See UOI Book List for examples)

Themes each week: Nursery Rhymes (nursery rhyme bag),
Animals,
Stories with 3s (3 little pigs, Goldilocks, 3 billy goats gruff, 3 little kittens, Fairy Tales (Cinderella, Snow White, Jack and the Beanstalk, discuss villains/heroes, Princess and the Pea, Rapunzel, Rumpelstiltskin),
Eric Carle books (The Hungry Caterpillar, The Very Quiet Cricket, Do You Want to be My Friend, The Very Lonely Firefly, The Grouchy Ladybug, Mister Seahorse, The Mixed Up Chameleon, The Very Clumsy-Click Beetle),
Dr Suess books
Aesops Fables
Stories from around the world

Have parents come in present stories in a variety of formats.

Brainstorm our favourite stories are and why. What characters we like, ones we don't.

View short stories using the internet.

Sequencing 3-4 picture cards.

In a group, students retell a story any way they wish, making sure they have a clear beginning, middle and end.

Have an art lesson on stories through art.

Have a dance lesson of stories through movement.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communicators - By listening to others tell their stories. By retelling key components of a story. By telling their own short story.

Risk takers – Voicing their own opinions about a story. Presenting their story to their peers.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The children were able to explore different ways stories are told because the unit was divided with a weekly focus on different story forms, eg. Puppet shows, fairytales, traditional stories, stories from other countries and role-play.

Different mediums were also used to develop an understanding of stories. Therefore, students were able to see and explore that stories can be told in many different ways.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

The Pre-assessment worked well because of the resources available that is the 3 cards sequencing sets.

Formative Assessment understanding of terminology such as characters and settings allow the children to create a clear picture of their understandings of story.

Summative Assessment- time limitations towards the end of a busy term made it difficult to give each child adequate time to complete their story telling task using their chosen medium especially as they were encourage to share it with their peers.

Sharing our group Role play activities with our D4 buddy class gave us the opportunity to show others their understanding of stories.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The theme How We Express Ourselves linked itself to the children using a variety of ways to express their stories, eg. Drawings, role-play, cut-out characters, making puppets and play-dough.

We also engaged our parents to tell their stories from their own countries.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

Form- being aware of the different types of stories there are and stories have a beginning, middle and end.

➤ Perspective- presenting stories from different perspectives eg. The perspective of the wolf in the Three Little Pigs and Little red Riding Hood and also Goldilocks in the Three bears.

➤ Reflection – be able to identify stories that entertain us compared with stories that inform us.

-Children also had the opportunity to share stories from their own countries.

- demonstrate the learning and application of particular transdisciplinary skills?

Transdisciplinary Skills

Communication (presenting and viewing)– the children had to listen to others tell stories, tell their own, show an interest in reading and writing. Were able to tell stories through non-verbal communication

Thinking (application and analysis) – The children analysed the stories they heard to evaluate whether it provoked them, gave them pleasure or communicated who they are.

Research (formulating questions and observing)– The children formulated questions about the stories they heard.

Social (accepting responsibilities, cooperating, adopting a variety of group roles)- the children had to respect other's and their different stories or ways of telling them.

- develop particular attributes of the learner profile and/or attitudes?

Communicator – listening to the different ways we can communicate stories. Understanding what stories are for (The different things they communicate)

Risk takers – Voicing their own opinions about a story. Presenting their story to their peers.

Attitudes

Cooperation, enthusiasm, creativity, integrity

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- Is the story real?
- How did the puppets work? (experience from the Circo Fokus Bokus show and Vietnamese Water Puppets)
- Why was Papa bear's porridge too hot and Mama bear's cold?
- Why did she eat all baby bear's porridge?
- Why wouldn't Little Red Hen's friends help her do the work?
- Why are they poor? (The Elves and the Shoe maker)
- How did the Tortoise win the race when he was so slow?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Use of the puppets and toys to tell stories.
- Drawing pictures of characters and able to share them with their peers.
- Children bringing in resources from home related to the stories.
- Role playing- preparing in small groups and presenting to the larger group.

9. Teacher notes

* The opportunity to go to the visiting Circo Fokus Bokus Show fitted well in our Unit of Inquiry. The children were interested to know how the different characters were manipulated and worked.

A natural interest in stories by children gave many opportunities for discussion and reflection in the various stories shared amongst the group.

This also developed an awareness that stories take on many different forms. The children enjoyed creating characters and settings as they explored different stories.

Book Week is also a valuable experience for exploring characters.

The trip to the local Puppet Show help provide a connection to Vietnamese Cultural stories.

This unit also lent itself well to the Student Led Conferences as it was easy to integrate with literacy and numeracy concepts.

Baking Gingerbread cookies was a great fun and tasty (Children made connections as they discussed previous unit 'senses')

Children performed a chant during assembly (Music Class)